

Grade Level Instructional Plan

School:

Grade Level:

Plan year:

Grade Level Decisions:

- Core program and/or supplemental materials
- Instructional routine based on the focus
- Engagement strategy

Curriculum

Curriculum Materials	Grade Level Decision
Core reading materials that all grade level teachers will use.	
If needed, list any supplemental materials all grade level teachers may need to use	

Instruction

Identify the common instructional routines agreed upon by the grade level team:

Instructional Priority Area	Instructional Routine
Phonemic Awareness	
Phonics	
Fluency	
Comprehension	
Vocabulary	

Environment (Engagement)

Identify the agreed upon category of engagement strategies that your grade level has committed to focus on:

Whole group Differentiation for Instructional Focus

Each teacher should look at their classroom data to determine how they may need to differentiate the instructional routines that were decided upon for your grade level:

Grade/Classroom	Status Report % At/Above Benchmark	Differentiation of the Instructional Focus Routine
Grade level:		
Teacher:		
Teacher:		
Teacher:		

Small Group Differentiation

List the agreed upon materials that grade level teams will use to guide small group instruction for the instructional focus.

Instructional Focus	Well Below	Below	At	Above
Phonemic Awareness				
Phonics				
Fluency				
Comprehension				
Vocabulary				

Middle and End of the Year Effectiveness of Instruction

How effective is our support for students who start the year scoring at/above benchmark?

BOY	BOY-MOY	MOY-EOY
% of students at At/Above Benchmark:	% of students still At/Above Benchmark:	% of students still At/Above Benchmark:
Did we meet the goal of maintaining 95%	Circle: Yes or No	Circle: Yes or No
	Why/why not?	Why/why not?

How effective is our support for students who start the year scoring below benchmark?

BOY	BOY-MOY	MOY-EOY
% of students at Below Benchmark:	% of students who moved to At/Above Benchmark:	% of students who moved to At/Above Benchmark:
Did we meet the goal of moving 80-100%	Circle: Yes or No	Circle: Yes or No
	Why/why not?	Why/why not?

How effective is our support for students who start the year scoring well below benchmark?

BOY	BOY-MOY	MOY-EOY
% of students Well Below Benchmark:	% of students who moved to At/Above Benchmark: % of students who moved to Below Benchmark:	% of students who moved to At/Above Benchmark: % of students who moved to Below Benchmark:
Did we meet the goal of moving 80-100%?	Circle: Yes or No	Circle: Yes or No
	Why/why not?	Why/why not?

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